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The use of Student Team Achievement Division (STAD) in Improving Students' IPS learning achievement of Class IX F SMP N 21 Pontianak

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Abstract

This classroom action research aimed at improving learning quality and student learning achievement that are still low especially in the IPS learning process in class IX F of SMP Negeri 21 Pontianak. To overcome these problems, the cooperative method of Student Teams Achievement Division (STAD) was used. After applying the Student Teams Achievement Division (STAD), the students' IPS learning achievement in class IX F was increased. This study was conducted in two cycles of 38 students. The technique of collecting data was through observation conducted by teachers and collaborators, and data analysis was carried out in descriptive with percentage techniques. The level of student and teacher activity stated as a very good, good, or moderate category. while the success of using the Student Teams Achievement Division (STAD) method was stated successfully, less successfully, or unsuccessfully.

Based on the results of the research that had been done, it can be concluded as follows: 1) Student activity in the teaching and learning process was good because it had reached the specified criteria in which 81% of students were actively involved, 2) Teacher activities in learning process was very good because it reached 84%, 3) While the students' learning achievement percentage reached 82% beyond the criteria of 75%. Thus, the use of the cooperative method of Student Teams Achievement Division (STAD) succeeded in improving student learning achievement in IPS learning in class IX F of SMP Negeri 21 Pontianak.

Keywords: STAD, Improving Students

Introduction

Nowadays, the implementation of IPS learning in junior high school consist of several basic IPS competencies which are expected to equip students in their social life later on. In delivering certain basic competencies, it needs to be sharpened in order to make the students have an interest and a better understanding of the expected values contained in the basic competencies. Therefore, creative and innovative learning are needed for IPS teachers. One of the fundamental problems in the world of education is how to improve the teaching and learning process so as to obtain effective and efficient results. Improving the teachers' ability to carry out the teaching and learning process is part of an effort to improve the quality of education. The teacher has a very important role such as a professional educator with the main task is educating, teaching, guiding, directing, training, assessing, and evaluating students.

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According to Martinis Yamin, the professional teachers must have various special skills and abilities. Therefore, it is necessary for a teacher to consider other learning models that are effective and appropriate in teaching and learning activities. The main task of the teacher is to improve student learning achievement and understanding of the subject matter. A teacher must be able to choose a learning model that is suitable and accepted by students easily. There were a number of problems found by researchers when conducting initial observations in class IX F of SMP Negeri 21 Pontianak in which consists of 38 students who have different backgrounds and characteristics. The students who participated actively in teaching and learning process were only about 30% while the rest 70% students were passive without listening and paying attention to the lesson. It has an effect on learning achievement or the examination scores that have not yet been passed the minimum standard score (KKM).

Based on the explanation the above, a learning strategy is needed to encourage students to play an active role in competing and having the cooperative skills to work together in developing democratic attitudes needed in learning to obtain maximum learning achievement.

Cooperative Learning of Student Teams Achievement Division (STAD) model set the students in heterogeneous groups to help each other in learning process. The Student Teams Achievement Division (STAD) model involves group recognition and group responsibility of each individual group member in learning process. Learning of Social Sciences (IPS) by using this model is possible to improve the student activity that create interactions during the learning process

Student Teams Achievement Division (STAD) is a learning model developed by Robert Slavin and his friends at John Hopkin University. The STAD learning model is the simplest cooperative learning approach or cooperative learning. This method is seen as the simplest and most direct model of cooperative learning.

Bunga Agustiningtyas in his research entitled "Application of Student Teams Achievement Division (STAD) Learning Method with Photo Media to Improve IPS Learning Achievement History Material in Grade VII Students of SMP Negeri 3 Bumiayu in 2010/2011".

Afiatun Nisa in his research entitled "The Effectiveness of using Cooperative Learning Model Student Teams Achievement Division (STAD) on Social Sciences Learning achievement in Grade VII Students at SMP N 10 Semarang academic year 2012/2013".

Barbara (2002) in Siti Setiasih suggests that various empirical studies have proven that Student Teams Achievement Division (STAD) shows significant results to improve student learning achievement.

However, this method also has advantages and disadvantage as follow:

1. The strengths of Student Teams Achievement Division (STAD).
   a. Students can cooperate in achieving goals by upholding group norms.
   b. Active students help each other and motivate to succeed together.
   c. Active students act as peer tutors to further enhance group success.
   d. Interaction between students along with the increasing in their ability to argue.
   e. Students have the possibility to achieve high learning achievement.
2. The weaknesses of Student Teams Achievement Division (STAD).
   a. low achieving students give less contributions
   b. Low-achieving students will lead to disappointment because the role of smart members is more dominant.

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The steps in implementing the Student Teams Achievement Division (STAD) learning model are as follows:

1. Form a heterogeneous group of 4-5 members.
2. The teacher presents the lesson.
3. The teacher gives assignments to the group that will be accomplished by group members. Members who are already understand will give explanation to other members until all members in the group understand.
4. The teacher gives quizzes or questions to all students. When answering the questions the students may not help each other.
5. The teacher gives an evaluation of the material that has been given.
6. Conclusion.

Learning achievements are the most important part of learning. Nana Sudjana (2009: 3) defines student learning achievement in nature is a change in behavior as a result of broader term of learning covers cognitive, affective, and psychomotor aspects. From the teacher's side the teaching practice is ended with the evaluation process.

In terms of students, learning achievements are the end of teaching process as the peak of the learning process.

Learning achievements are patterns of actions, values, understandings, attitudes, appreciation and skills. According to Benjamin S. Bloom, learning achievements include cognitive, affective and psychomotor abilities. Cognitive domains are knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective domain is receiving, responding, valuing, organization and characterization. Psychomotor domains include initiatory, pre-routine, and routinized. Psychomotor also includes productive, technical, physical, social, managerial and intellectual skills

Based on the understanding of learning achievement above, it can be concluded that learning achievement are the abilities possessed by students after receiving their learning experience. These abilities include cognitive, affective and psychomotor aspects. Learning achievement can be seen through evaluation activities that aim at obtaining evidence data that will show the level of students' ability to achieve learning goals.

IPS subjects in SMP and MTs are one of the subjects that must be taken by middle and junior high school students. IPS lessons in the school curriculum (educational unit) are compulsory subjects as stated in Law Number 20 of 2003 concerning the National Education System in article 37 states that the basic and secondary education curriculum must contain social science (IPS).

From the description above it can be concluded that IPS subjects in Indonesia, as revealed by Sapriya (2009: 7), that IPS subjects are a name for integration subjects of history, geography, and economics and other social science subjects. Thus, IPS subjects in Indonesia are simplified from the social sciences which are displayed scientifically and psychologically in which have a purpose in the field of education. Thus, the nature of IPS subjects for SMP and MTs levels are the integration and simplification of various kinds of social sciences disciplines that are compiled in a systematic, comprehensive and integrated way. With this approach, the students are expected to gain a broader and deeper understanding.

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Method

Classroom Action Research was conducted through 4 stages of cycles: planning, acting, observing and reflecting. After the first cycle is complete, there may be a problem that has not been resolved solved then proceed to the second cycle where the steps are referring to the first cycle, and make various improvements that are perceived less in cycle I.

Observation is a direct observation committed by the researcher that the activities are focusing on an object by using all sensor (Arikunto, 2006: 156). This method is used to observe the teachers and students' activities in learning so it can be seen that whether the Student Teams Achievement Division (STAD) model can improve student learning achievements.

Tests are a series of questions that is used to measure skills, knowledge, intelligence, abilities or talents of an individual or groups (Arikunto, 2006: 150). The test is used to measure student learning achievement after taking IPS with a cooperative learning Student Teams Achievement Division (STAD) model. The test was done in the form of multiple choice.

Result

Cycle I

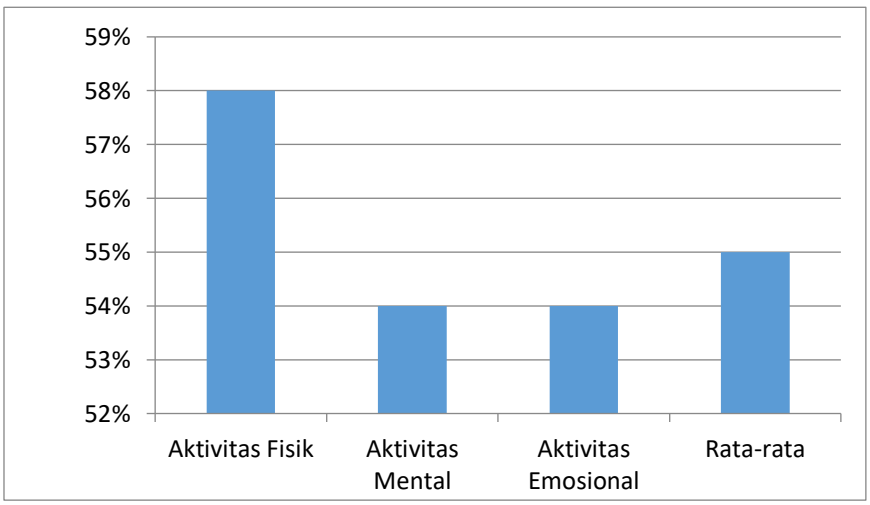
The result of students' learning activities is showed in the following table:

Table 1
Students' learning activities in cycle 1

No.	Indicators	Persentage
1.	Physical Activity	58 %
2.	Mental Activity	54 %
3.	Emotional Activity	54 %
	Mean	55 %

The observation result of the data above is displayed in the following chart:

Figure 1 Students' learning activities in cycle 1



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Based on the table and the chart above showed that the percentage of student learning activities did not reach the expected criteria yet. The highest percentage was 58% and on indicators of physical activity only. While the indicators of mental activity and emotional activity just reached 54%. This showed that there was a need for a second cycle to improve student learning activities. The test that was conducted in the first cycle showed there were 15 students or only 41% passed the KKM, while those who had not reached the KKM were 22 students or 59%. The results of these tests showed that there were still many students did not achieve the learning mastery and needed to be improved. Therefore, it was necessary to carry out the second cycle to improve students' understanding and learning achievement.

Cycle II

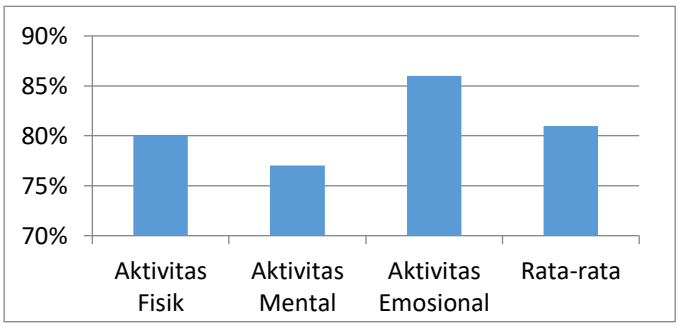
The result of students' learning activities is showed in the following table:

Table 2
Students' learning activities in cycle II

No.	Indicators	Persentage
1.	Physical Activity	80 %
2.	Mental Activity	77 %
3.	Emotional Activity	86 %
	Mean	81 %

The observation result of the data above is displayed in the following chart:

Figure 2 Students' learning activities in cycle II



The table and chart above showed that the percentage of student learning activities has reached the expected criteria. The students' physical activity reached 80%, mental activity reached 77% and emotional activity reached 86%. It showed that learning by using Student Teams Achievement Division (STAD) in the second cycle could improve student learning activities. In the second test, 31 students or 82% of the students achieved the KKM, while 7 students or 18% did not. The results of these tests indicated that learning with the use of Student Teams Achievement Division (STAD) in cycle II could improve student learning achievement.

Discussion

The implementation of the cooperative learning Student Teams Achievement Division (STAD) model at first cycle and second cycle showed a significant increase in learning activities and achievement. The increasing of student learning activities could be seen in the students learning activities observation sheet. Discussion and test encouraged students to play an active role in learning activities so that their learning achievement also increase.

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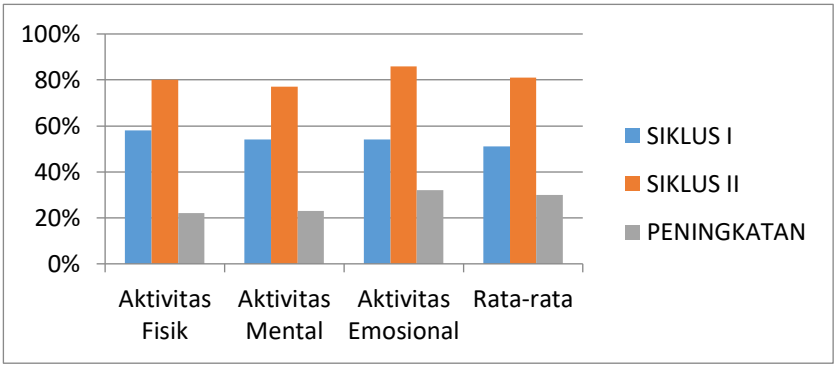
In cycle I and cycle II there was an improvement in student learning activities. It could be described as follows:

Table 3
The students learning activity improvement

NO.	INDICATOR	PERSENTAGE		IMPROVEMENT
		CYCLE I	CYCLE II	
1	Physical activity	58 %	80 %	22 %
2	Mental activity	54 %	77 %	23 %
3	Emotional activity	54 %	86 %	32 %
	Mean	51 %	81 %	30 %

Based on the table above, it can be displayed into the following chart:

figure 3 Student activity Improvement



Based on the data table and diagram above showed that there was improvement in student learning activities in IPS learning with cooperative learning Student Teams Achievement Division (STAD) model, which was 30%.

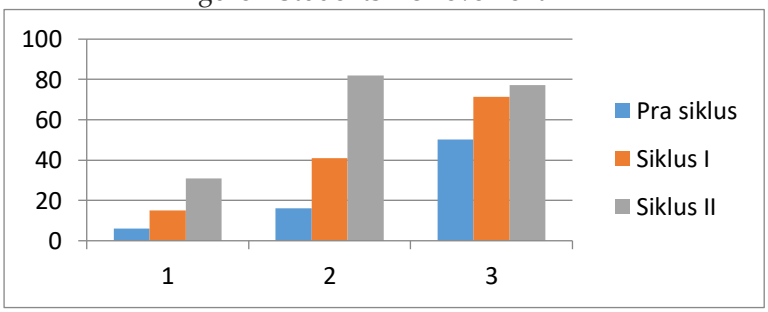
The implementation of the cooperative learning Student Teams Achievement Division (STAD) model, it could improve both the student learning activities and learning achievement. The Student learning achievement always increased either from pre-cycle, cycle I or cycle II. It was proved by the increasing of students who reached the KKM score. Improving student learning achievement could be shown in the following table.

Table IV
Students learning achievement

	Number of students that reached KKM	Persentage	Mean score
Pra action	6	16 %	50,3
Cycle I	15	41 %	71,3
Cycle II	31	82 %	77,3
Improvement	16	41 %	

Based on the table above, it can be showed into the following chart:

Figure 4 Students Achievement



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From the table and diagram above, it showed that the implementation of cooperative learning Student Teams Achievement Division (STAD) model could actually improve student learning achievement. From the table it was stated that in the pre-cycle there were only 6 students or 16% reached the KKM. While in the first cycle there were 15 students or 41% reached the KKM, meaning that they increased by 25%. In the second cycle, students who achieved KKM increased to 31 students or 82%. This means that in the second cycle there was a significant increase of 41% or 16 students achieved KKM.

Conclusion

Based on the observations, research, discussion, and data analysis, it can be concluded that IPS learning using Student Teams Achievement Division (STAD) model could improve the learning achievement of class IX F SMP Negeri 21Pontianak students. Student learning achievement before implementing Student Teams Achievement Division (STAD) model, the mean score was 50.3 or only 16% of students achieved the KKM. In the first cycle the mean score of the test results was 71.3 or 41% students reached the KKM. It means that there was an increase of 25%. Students who achieved the KKM increased from 6 students to 15 students,. Then the second cycle was held and the mean score of learning achievement increased to 77.3 or 82%. It means that there was a significant increase of 41%, where there were only 15 students reached the KKM in the first cycle increased to be 31 students in the second cycle.

Suggestion

IPS teachers must always give a positive attitude to each student's activities in the learning process, because it can motivate students to always study hard so as to achieve optimal learning outcomes and be able to encourage the students more in expressing opinions during the discussion or group work.

The use of cooperative learning Student Teams Achievement Division (STAD) model has a cooperative element so that learning achievement can be evenly distributed and increase because all students can be actively involved in discussion activities.

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